

## WINDSOR ELEMENTARY

9800 Dunbarton Drive  
Columbia, SC 29223

**GRADES** PK-5 Elementary School

**ENROLLMENT** 860 Students

**PRINCIPAL** Jane Fancher 803-736-8723

**SUPERINTENDENT** Stephen W. Hefner, Ed.D. 803-738-3236

**BOARD CHAIR** William McCracken 803-469-8536

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

21

Good

37

Average

2

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

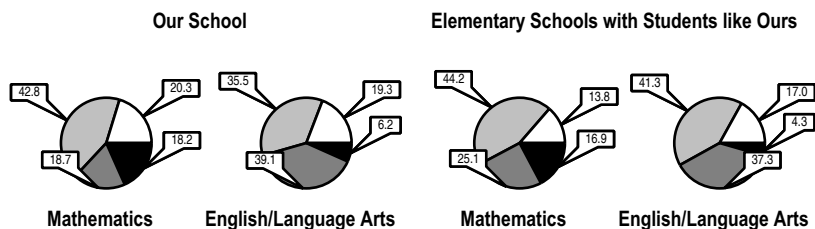
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Unsatisfactory	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	57	144	74
Percent satisfied with learning environment	98.2%	86.0%	87.7%
Percent satisfied with social and physical environment	98.2%	88.2%	75.0%
Percent satisfied with home-school relations	94.7%	88.7%	81.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	429	99.8	19.3	35.5	39.1	6.2	45.2	17.6
Gender								
Male	232	100.0	20.0	36.7	37.6	5.7	43.3	17.6
Female	197	99.5	18.4	34.1	40.8	6.7	47.5	17.6
Racial/Ethnic Group								
White	153	100.0	4.2	33.8	52.1	9.9	62.0	17.6
African-American	219	100.0	31.8	39.4	25.3	3.5	28.8	17.6
Asian/Pacific Islander	34	100.0	3.2	19.4	67.7	9.7	77.4	17.6
Hispanic	21	95.2	29.4	35.3	35.3	N/A	35.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	384	99.7	14.7	36.6	42.4	6.3	48.7	17.6
Disabled	45	100.0	57.1	26.2	11.9	4.8	16.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	429	99.8	19.3	35.5	39.1	6.2	45.2	17.6
English Proficiency								
Limited English proficient	13	92.3	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	416	100.0	19.2	35.5	38.9	6.3	45.3	17.6
Socio-Economic Status								
Subsidized meals	166	99.4	38.6	36.6	22.1	2.8	24.8	17.6
Full-pay meals	263	100.0	7.8	34.8	49.2	8.2	57.4	17.6

Mathematics								
All students	429	100.0	20.3	42.8	18.7	18.2	36.9	15.5
Gender								
Male	232	100.0	20.4	43.6	16.1	19.9	36.0	15.5
Female	197	100.0	20.1	41.9	21.8	16.2	38.0	15.5
Racial/Ethnic Group								
White	153	100.0	4.2	42.3	25.4	28.2	53.5	15.5
African-American	219	100.0	35.7	44.7	11.6	8.0	19.6	15.5
Asian/Pacific Islander	34	100.0	N/A	32.3	25.8	41.9	67.7	15.5
Hispanic	21	100.0	11.8	47.1	29.4	11.8	41.2	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	384	100.0	16.4	44.0	20.1	19.5	39.7	15.5
Disabled	45	100.0	52.4	33.3	7.1	7.1	14.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	429	100.0	20.3	42.8	18.7	18.2	36.9	15.5
English Proficiency								
Limited English proficient	13	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	416	100.0	20.5	42.8	18.4	18.4	36.7	15.5
Socio-Economic Status								
Subsidized meals	166	100.0	35.2	48.3	11.7	4.8	16.6	15.5
Full-pay meals	263	100.0	11.4	39.6	22.9	26.1	49.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2002</b>	Grade 3	131	N/A	17.2	21.9	53.1	7.8	60.9
	Grade 4	141	N/A	11.6	45.7	38.8	3.9	42.6
	Grade 5	147	N/A	12.7	44.4	35.9	7.0	43.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2003</b>	Grade 3	132	100.0	14.4	25.4	44.1	16.1	60.2
	Grade 4	145	100.0	23.7	32.6	43.0	0.7	43.7
	Grade 5	152	99.3	19.1	47.1	30.9	2.9	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Mathematics</b>								
<b>2002</b>	Grade 3	131	N/A	21.9	26.6	19.5	32.0	51.6
	Grade 4	141	N/A	18.5	26.2	26.2	29.2	55.4
	Grade 5	147	N/A	25.4	39.4	18.3	16.9	35.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2003</b>	Grade 3	132	100.0	13.6	41.5	17.8	27.1	44.9
	Grade 4	145	100.0	20.7	47.4	17.0	14.8	31.9
	Grade 5	152	100.0	25.5	39.4	21.2	13.9	35.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 860)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	Down from 1.4%	1.9%	2.4%
Attendance rate	96.2%	Down from 96.9%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	30.4%	Up from 30.3%	22.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.9%	Down from 4.8%	7.6%	8.0%
Older than usual for grade	0.5%	No change	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 58)				
Teachers with advanced degrees	55.2%	Down from 55.4%	54.9%	50.0%
Continuing contract teachers	79.3%	Down from 85.7%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.9%	Up from 87.8%	88.2%	86.2%
Teacher attendance rate	97.9%	Up from 94.9%	95.8%	95.3%
Average teacher salary	\$40,263	Down 0.4%	\$42,052	\$39,909
Prof. development days/teacher	12.0 days	Up from 9.5 days	10.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.3	4.0
Student-teacher ratio	20.4 to 1	Down from 21.6 to 1	19.9 to 1	18.9 to 1
Prime instructional time	93.5%	Up from 90.7%	91.0%	89.7%
Dollars spent per pupil*	\$5,567	Down 2.9%	\$5,696	\$5,892
Percent spent on teacher salaries*	72.4%	Up from 70.8%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Windsor Elementary School, a nationally recognized Blue Ribbon School of Excellence and School of Promise, has experienced another successful year. Our success is a result of a commitment to student achievement by all stakeholders. Working together, the Windsor faculty and staff, parents, community, and students continue to provide a safe, supportive, and positive environment that empowers all students to learn through developmentally appropriate, active learning experiences. Being named a 2002 Palmetto Gold School further demonstrates evidence of our commitment to all children.

Excellence begins in the classroom, and our teachers are prepared and focused. Six of our teachers are National Board Certified and four are currently awaiting their results. Our students continue to excel in Math Facts with winners at both Division and National levels.

Second grade teacher, Judy Rogers, was presented The Earth Globe Award by the Midlands Recycling Education Center for her on-going commitment to children and the planet they will inherit. With students and staff working together, Windsor was again recognized the number one Recycling School in Columbia.

Our continuing partnership with higher education encourages the infusion of best practices in the mastery of curriculum standards, continuous self-evaluation, and opportunities for professional growth. With the addition of a second computer lab and a high-tech science lab, we continue to focus on completely integrating technology as a tool for increasing student successes in reading, math, science, and social studies.

While our nation struggled with world events and economic difficulties, Windsor continued to flourish despite growth and budget cuts. With the knowledge that our parents want the best for their children, we assure an education that is truly a partnership between school, community, and home. A lending library for parents offers a variety of educational/parenting resources as we strive to continually strengthen this partnership while providing academic excellence through quality teaching and learning in every classroom.

Jane Fancher

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.